



Quick Start Guide for Requesting Accommodations and/or English Learner Supports

Overview

This document contains information the test coordinator (TC) and test accommodations coordinator (TAC) need to request or arrange accommodations and/or English learner (EL) supports on the ACT® test.

Resources for Requesting Accommodations and/or English Learner Supports

Use this guide in conjunction with the following items to help you request accommodations and/or EL supports for examinees.



Resources for National and Special Testing

- [Test Accessibility and Accommodations System \(TAA\)](#)
- [Test Accessibility and Accommodations User Guide](#)
- [Consent to Release Information to ACT Form](#)
- [Teacher Survey Form](#)



Resources for State and District Testing

- [Test Accessibility and Accommodations System \(TAA\)](#)
- [Test Accessibility and Accommodations User Guide](#)
- [PearsonAccess^{next} System](#)
- [PearsonAccess^{next} User Guide for the ACT Test](#)
- [Consent to Release Information to ACT Form](#)
- [Teacher Survey Form](#)
- [Late Consideration Form](#)

Available Accommodations, Supports, and Arrangements

The following test accommodations, supports, and arrangements are available for the ACT.



Available Options National and Special Testing

- National Extended Time
- National Standard Time with Accommodations or Supports
- Special Testing
- English Learner Supports



Available Options State and District Testing

- ACT-Approved Accommodations
- Non-College Reportable Accommodations and/or Supports
- Local Test Arrangements
- English Learner Supports

Use the documents below to determine the appropriate accommodations, supports, and/or arrangements for your examinees.



[National vs. Special Testing Accommodations](#)



[English Learner Supports Info Graphic](#)



[State and District Testing Accommodations vs. Arrangements](#)

Requesting ACT-Approved Accommodations and/or EL Supports

The online Test Accessibility and Accommodations System (TAA) is used for ACT-approved accommodations and supports management. The test coordinator (TC) and/or test accommodations coordinator (TAC) use TAA for:

- Submitting requests for ACT-approved accommodations and/or supports to ACT
- Checking the status of requests
- Reviewing Decision Notifications
- Requesting reconsideration of requests that were not approved initially, if applicable
- Viewing examinee information for planning purposes, as needed

Deadlines

It is in the examinee's best interest to work with his/her school to submit a request in the Test Accessibility and Accommodations System (TAA), as early as possible.



For National or Special testing deadlines, visit the Dates, Locations, and Fees section of: <http://www.act.org/content/act/en/products-and-services/the-act/registration.html>.



For State or District testing deadlines, see your *Schedule of Events*.

Eligibility to Request Accommodations and/or Supports

For college-reportable scores, examinees must request and be approved for accommodations and/or supports by working with a school official to submit the request in TAA. Supporting documentation is required for TAA requests.

Accommodations

To request accommodations, examinees must provide documentation proving:

- They have a professionally diagnosed disability
- They use accommodations on tests in school as a result of their disability

Consult [Table 1](#) for information on education eligibility categories and the equivalent ACT diagnosed disability.

Supporting Documentation

Supporting documentation may include but is not limited to: a current Individualized Education Program (IEP), a Section 504 Plan, or an official accommodations plan. If accommodations are not currently provided to the examinee at school, full documentation must be submitted. Consult [Table 2](#) for guidelines for each disability.

In addition, if the examinee does not use accommodations at school, an [exceptions statement](#) is needed.

English Learner Supports

ACT follows criteria outlined in federal law for establishing English learner status, mainly criteria identified in the Every Student Succeeds Act (ESSA). To be eligible for supports on the basis of English learning needs, an examinee must provide proof of enrollment at a school located within the United States* and one or more of the following:

- Difficulties in speaking, reading, writing, or understanding the English language that result in:
 - An inability to meet challenging state academic standards
 - An inability to successfully achieve in classrooms where the language of instruction is English
 - An inability to participate fully in society
- Enrollment in an English Language program at school
- Receipt of the requested supports on classroom tests via a formalized plan
- Results from an appropriate English language assessment that demonstrate the examinee's limited language proficiency

* Includes US territories and Puerto Rico.

Supporting Documentation

Supporting documentation may include but is not limited to: an EL Plan, an Individualized Education Program, official support or accommodations plan, English language proficiency assessment results, and/or confirmation of eligibility or participation in an English language program.

Information to Have Ready to Submit Requests

Before you log into TAA to submit requests, be sure you have all of the needed information ready. See “Requesting Accommodations and/or Supports Using TAA” in the *Test Accessibility and Accommodations User Guide* for details on what information is needed to submit a request. Requests must be based on the plan and documentation on file for the examinee.

Fill out a *Consent to Release Information to ACT Form* before requesting accommodations and/or supports.

Request Process

The process for requesting ACT-approved accommodations and/or supports is as follows.








- 1  • TC requests test coordinator access in the online Test Accessibility and Accommodations System (TAA).
Note: The TC invites TACs to join TAA. TACs must request access, which is then authorized by the TC.
- 2  • TC or TAC submits requests and supporting documentation to ACT using TAA.
- 3  • ACT receives and reviews requests and documentation.
• ACT provides a Decision Notification in TAA.
- 4  • TC or TAC reviews each Decision Notification.
• TC or TAC edits requests for reconsideration using TAA, if applicable.
- 5  • ACT receives and reviews all requests for reconsideration.
• ACT provides an updated Decision Notification in TAA.
- 6  • TC or TAC reviews any updated Decision Notifications.
• TC or TAC downloads advanced search results in TAA to plan for test day.
- 7  • ACT ships all paper format test materials to the TC for examinees testing with ACT-approved accommodations and/or supports.

Table 1. Diagnosed Disabilities

Special Education Eligibility Categories	ACT Diagnosed Disability	
Cognitive Impairment or Intellectual Disability	Cognitive/ Intellectual Disability	Intellectual Impairment (FSIQ ≤ 85)
Traumatic Brain Injury/Post Concussive Syndrome		Traumatic Brain Injury/Post Concussive Syndrome
Specific Learning Disability - Reading	Learning Disability	Reading Disorder/Dyslexia
Specific Learning Disability - Mathematics		Mathematics Disorder
Specific Learning Disability - Writing /Written Expression		Writing Disorder/Written Expression
Speech and Language Disorder		Speech/Language Disorder
Physical Impairment, Orthopedic Impairment, Orthopedic Disability, or Severe Multiple Impairment: Physical or Health	Motor Disability	Cerebral Palsy Muscular Dystrophy Quadriplegia/Paralysis of Upper Extremities
Other Health Impairment: ADHD or ADD	Psychological Disability	Attention Deficit Disorder/ADHD
Autism or Autism Spectrum Disorders		Autism Spectrum Disorder/PDD/Asperger's
Emotional Impairment, Emotional Disability, Emotional Disturbance, Serious Emotional Disturbance, or Emotional/Behavioral Disabilities		Anxiety Disorder Depression Emotional/Behavioral Disorder (school team) Other Psychological/Cognitive Disability, including intellectual disability
Tourette's Syndrome		Tourette's Syndrome/Tic Disorder

continued on next page

Table 1. continued

Special Education Eligibility Categories	ACT Diagnosed Disability	
Visual Impairment or Severe Multiple Impairment: Visual (Blindness) or Deaf-Blindness	Sensory Disability	Blind/Legally Blind (in both eyes) Visual Impairment
Hearing Impairment, Hard of Hearing, or Severe Multiple Impairment: Hearing (Deafness) or Deaf-Blindness		Deaf Hearing Impairment
Other Health Impairment: Diabetes Other Health Impairment: Migraines Other Health Impairment: Epilepsy	Physical/Motor Disability	Diabetes Migraines Epilepsy or Seizures
Other Health Impairment including but not limited to: asthma, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia	Other Disability	Other Confined to home

Table 2. Full Documentation Checklist

Learning Disabilities <ul style="list-style-type: none"> • Complete test/subtest results, with standard scores and percentiles from: <ul style="list-style-type: none"> ○ An intellectual assessment using a valid and comprehensive battery ○ An achievement battery • Evidence that alternative explanations were ruled out 	Speech and Language Disorders <ul style="list-style-type: none"> • Specific diagnosis, including presenting problems • Developmental and educational history • Evidence of supporting the current impact on reading, written communication, and/or learning
ADD/ADHD <ul style="list-style-type: none"> • Evidence of early impairment • Evidence of current impairment, including presenting problem and diagnostic interview • Evidence that alternative explanations were ruled out • Results from valid, standardized, age-appropriate assessments • Number of DSM-IV or DSM-5 criteria and how they impair the individual 	Visual Impairments <ul style="list-style-type: none"> • Specific ocular diagnosis • Record of complete, current (within past 12 months) ocular examination by an optometrist or ophthalmologist including: chief complaint, history of illness, visual acuity, ocular motility exam (versions, tropias, phorias, stereopsis), slit lamp exam, visual field, and pupil, optic nerve, and retina exam • If the diagnosed condition is purported to affect reading, results of a measure of reading (decoding, rate, and comprehension)
Psychiatric Conditions <ul style="list-style-type: none"> • Age of onset and course of illness • Psychological tests used • History of treatment for the disorder • If treatment includes medication and/or psychotherapy • How the impairment affects functioning across settings • Due to the variable nature of these conditions, documentation must be current within the past year. 	Hearing Impairments <ul style="list-style-type: none"> • Most recent evaluation of communication skills including speech, reading, and receptive/expressive language skills • If a psychoeducational evaluation is available, provide standard scores and percentiles achieved on all tests administered.
Traumatic Brain Injuries (TBI) or Post Concussive Syndrome (PCS) <ul style="list-style-type: none"> • Evidence of current, continued educational impairment relating to requested accommodations, supported by objective data (psychological or neuropsychological testing, observations, rating scales, etc.) • Date of incident/accident • Status and diagnosis upon hospital admission • Length of hospital stay • Discharge date, review of type and outcome of outpatient therapy (occupational therapy, physical therapy, speech therapy), if applicable 	Autism Spectrum Disorder <ul style="list-style-type: none"> • Information in the areas such as adaptive behavior, executive functioning, attention, mental health, and academic fluency to support an inability to take a standardized exam in a quiet, controlled setting in the normal time allotted
	Tourette's Syndrome <ul style="list-style-type: none"> • History regarding type, frequency, intensity, and duration of motor, visual, and/or verbal tics • If medication or other factors (lighting, noise, etc.) are known to exacerbate the examinee's condition, provide documentation to describe. • If the tics are cause for academically-relevant concerns (slow reading rate, diminished fluency, or poor attention/concentration), provide evidence from diagnostic tests, rating scales, and teacher observations to objectively support anecdotal findings.